



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 10531229  
SAU: Easton School Department  
School: Easton Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

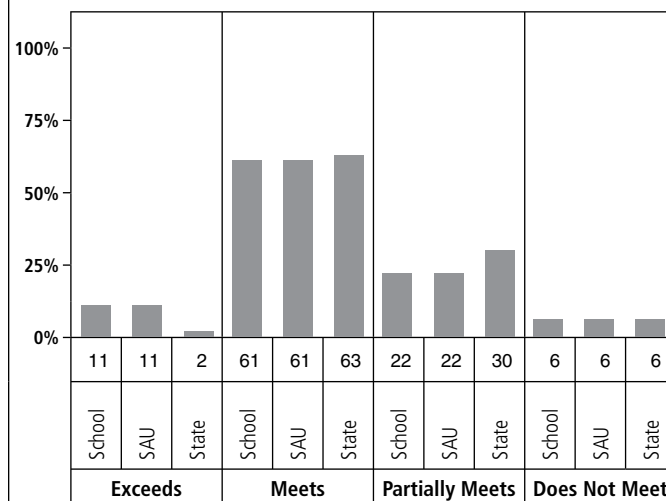
SAU: Easton School Department

School: Easton Elementary School

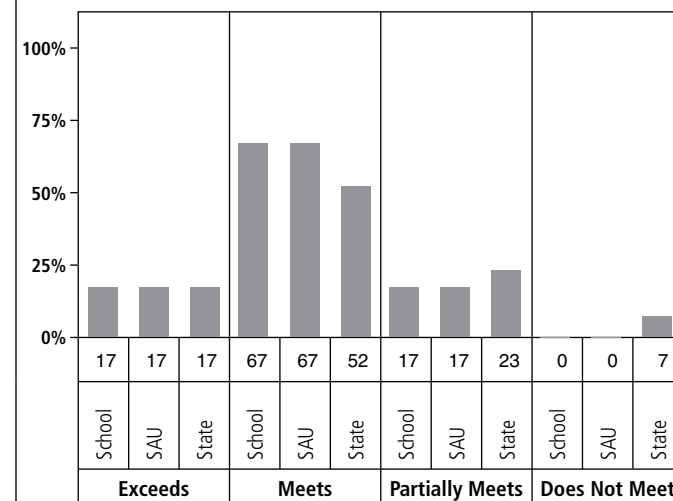
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	349	349	345
2007–2008	346	346	344
<b>2008–2009</b>	<b>346</b>	<b>346</b>	<b>345</b>
Cum. Avg.*	347	347	345
<b>Mathematics</b>			
2006–2007	356	355	347
2007–2008	347	347	347
<b>2008–2009</b>	<b>352</b>	<b>352</b>	<b>348</b>
Cum. Avg.*	351	351	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Easton School Department  
School: Easton Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	20	100	20	100	13763	100	20	100	20	100	13691	100	20	100	20	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	2	10	2	10	102	1	2	100	2	100	101	100	2	100	2	100	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	1	5	1	5	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	17	85	17	85	12846	93	17	100	17	100	12788	100	17	100	17	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	6	30	6	30	2414	18	6	100	6	100	2388	100	6	100	6	100	2388	100						
<b>Current LEP</b>	1	5	1	5	420	3	1	100	1	100	413	98	1	100	1	100	417	99						
<b>Economically disadvantaged</b>	10	50	10	50	5887	43	10	100	10	100	5847	100	10	100	10	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	12	60	12	60	10316	75	12	60	12	60	10355	75						
Identified disability (PET/IEP)	1	8	1	8	437	4	1	8	1	8	445	4						
LEP	1	8	1	8	192	2	1	8	1	8	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	6	30	6	30	3179	23	6	30	6	30	3152	23						
Identified disability (PET/IEP)	3	50	3	50	1757	55	3	50	3	50	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	3	50	3	50	1192	37	3	50	3	50	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	2	10	2	10	194	1	2	10	2	10	184	1						
Identified disability (PET/IEP)	2	100	2	100	194	100	2	100	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Easton School Department  
School: Easton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	11	1	13	332	2
	2007-2008	0	0	0	0	227	2
	<b>2008-2009</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>11</b>	<b>262</b>	<b>2</b>
	Cum. Total*	3	7	3	8	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	6	67	5	63	8691	63
	2007-2008	9	64	9	64	8403	62
	<b>2008-2009</b>	<b>11</b>	<b>61</b>	<b>11</b>	<b>61</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	26	63	25	63	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	2	22	2	25	3781	27
	2007-2008	4	29	4	29	4018	30
	<b>2008-2009</b>	<b>4</b>	<b>22</b>	<b>4</b>	<b>22</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	10	24	10	25	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	0	0	1021	7
	2007-2008	1	7	1	7	938	7
	<b>2008-2009</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>748</b>	<b>6</b>
	Cum. Total*	2	5	2	5	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>46</b>	<b>100</b>	29.8	64.8	29.8	64.8	28.3	61.5
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>32</b>	<b>70</b>	20.8	65.0	20.8	65.0	19.9	62.2
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>14</b>	<b>30</b>	9.0	64.3	9.0	64.3	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Easton School Department  
 School: Easton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	2	11	11	61	4	22	1	6	346	18	11	61	22	6	346	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	2										2						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	15	2	13	9	60	3	20	1	7	347	15	13	60	20	7	347	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2194	0	32	50	18	338
No	14	2	14	8	57	3	21	1	7	347	14	14	57	21	7	347	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	1										1						406	0	39	41	20	339
No	17	2	12	10	59	4	24	1	6	346	17	12	59	24	6	346	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	8	0	0	6	75	2	25	0	0	345	8	0	75	25	0	345	5721	1	52	39	9	342
No	10	2	20	5	50	2	20	1	10	348	10	20	50	20	10	348	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	18	2	11	11	61	4	22	1	6	346	18	11	61	22	6	346	13489	2	63	30	6	345
<b>Gender</b>																						
Female	10	2	20	6	60	2	20	0	0	349	10	20	60	20	0	349	6568	3	67	26	4	346
Male	8	0	0	5	63	2	25	1	13	344	8	0	63	25	13	344	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	0	39	49	11	340
No	18	2	11	11	61	4	22	1	6	346	18	11	61	22	6	346	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	18	2	11	11	61	4	22	1	6	346	18	11	61	22	6	346	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Easton School Department

School: Easton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	2	67	1	33	0	0	346	17	0	67	33	0	346	5	1	44	39	16	340
B. less than one hour	83	2	13	9	60	3	20	1	7	346	83	13	60	20	7	346	80	2	66	28	4	345
C. one to two hours	0										0						13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	56	2	20	6	60	1	10	1	10	348	56	20	60	10	10	348	47	3	68	24	4	346
B. good	28	0	0	3	60	2	40	0	0	344	28	0	60	40	0	344	41	1	62	31	5	344
C. fair	11	0	0	2	100	0	0	0	0	347	11	0	100	0	0	347	9	0	51	41	8	342
D. poor	6	0	0	0	0	1	100	0	0	340	6	0	0	100	0	340	2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	33	2	33	3	50	1	17	0	0	351	33	33	50	17	0	351	31	3	63	28	6	345
B. They match some of what I have learned.	33	0	0	4	67	1	17	1	17	343	33	0	67	17	17	343	49	2	68	26	3	345
C. They match just a little of what I have learned.	11	0	0	0	0	2	100	0	0	340	11	0	0	100	0	340	14	1	53	39	7	342
D. There is no match.	22	0	0	4	100	0	0	0	0	348	22	0	100	0	0	348	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	11	0	0	1	50	1	50	0	0	344	11	0	50	50	0	344	18	1	50	38	11	342
B. about the same as my regular schoolwork	56	1	10	5	50	3	30	1	10	344	56	10	50	30	10	344	57	2	68	26	3	346
C. easier than my regular schoolwork	33	1	17	5	83	0	0	0	0	350	33	17	83	0	0	350	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	22	0	0	3	75	1	25	0	0	346	22	0	75	25	0	346	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	44	1	13	6	75	0	0	1	13	347	44	13	75	0	13	347	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	33	1	17	2	33	3	50	0	0	347	33	17	33	50	0	347	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	44	1	13	4	50	3	38	0	0	346	44	13	50	38	0	346	22	3	67	25	4	346
B. 20 minutes to an hour	28	0	0	3	60	1	20	1	20	342	28	0	60	20	20	342	46	2	68	26	4	346
C. less than 20 minutes	11	1	50	1	50	0	0	0	0	355	11	50	50	0	0	355	18	1	56	36	8	343
D. I rarely read at home.	17	0	0	3	100	0	0	0	0	349	17	0	100	0	0	349	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	44	0	0	5	63	2	25	1	13	343	44	0	63	25	13	343	29	1	56	36	7	343
B. six to ten pages	39	2	29	4	57	1	14	0	0	351	39	29	57	14	0	351	21	2	62	31	5	344
C. eleven or more pages	17	0	0	2	67	1	33	0	0	345	17	0	67	33	0	345	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Easton School Department  
School: Easton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	4	44	3	38	1985	14
	2007-2008	2	14	2	14	2277	17
	<b>2008-2009</b>	<b>3</b>	<b>17</b>	<b>3</b>	<b>17</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	9	22	8	20	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	3	33	3	38	6990	51
	2007-2008	9	64	9	64	6764	50
	<b>2008-2009</b>	<b>12</b>	<b>67</b>	<b>12</b>	<b>67</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	24	59	24	60	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	2	22	2	25	3673	27
	2007-2008	1	7	1	7	3504	26
	<b>2008-2009</b>	<b>3</b>	<b>17</b>	<b>3</b>	<b>17</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	6	15	6	15	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	0	0	0	0	1193	9
	2007-2008	2	14	2	14	1044	8
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>997</b>	<b>7</b>
	Cum. Total*	2	5	2	5	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	33.6	70.0	33.6	70.0	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	13.3	66.5	13.3	66.5	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.9	86.3	6.9	86.3	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	6.0	75.0	6.0	75.0	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	7.3	60.8	7.3	60.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Easton School Department  
 School: Easton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	18	3	17	12	67	3	17	0	0	352	18	17	67	17	0	352	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	2										2						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	15	3	20	9	60	3	20	0	0	351	15	20	60	20	0	351	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2204	6	36	36	22	338
No	14	2	14	9	64	3	21	0	0	351	14	14	64	21	0	351	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	1										1						412	7	37	35	21	339
No	17	3	18	11	65	3	18	0	0	352	17	18	65	18	0	352	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	8	0	0	7	88	1	13	0	0	347	8	0	88	13	0	347	5727	10	48	31	12	343
No	10	3	30	5	50	2	20	0	0	356	10	30	50	20	0	356	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	18	3	17	12	67	3	17	0	0	352	18	17	67	17	0	352	13501	17	52	23	7	348
<b>Gender</b>																						
Female	10	3	30	5	50	2	20	0	0	354	10	30	50	20	0	354	6568	16	52	24	8	348
Male	8	0	0	7	88	1	13	0	0	349	8	0	88	13	0	349	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	4	43	39	14	340
No	18	3	17	12	67	3	17	0	0	352	18	17	67	17	0	352	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	18	3	17	12	67	3	17	0	0	352	18	17	67	17	0	352	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Easton School Department

School: Easton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	17	0	0	3	100	0	0	0	0	347	17	0	100	0	0	347	5	9	38	32	21	340
B. less than one hour	83	3	20	9	60	3	20	0	0	353	83	20	60	20	0	353	80	19	54	22	5	349
C. one to two hours	0										0						13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	50	3	33	5	56	1	11	0	0	354	50	33	56	11	0	354	40	25	51	17	7	351
B. good	39	0	0	5	71	2	29	0	0	349	39	0	71	29	0	349	45	14	56	24	6	348
C. fair	11	0	0	2	100	0	0	0	0	347	11	0	100	0	0	347	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	56	1	10	8	80	1	10	0	0	350	56	10	80	10	0	350	38	23	52	19	5	351
B. They match some of what I have learned.	28	1	20	3	60	1	20	0	0	357	28	20	60	20	0	357	45	16	56	22	6	348
C. They match just a little of what I have learned.	6	1	100	0	0	0	0	0	0	362	6	100	0	0	0	362	12	10	45	33	12	343
D. There is no match.	11	0	0	1	50	1	50	0	0	340	11	0	50	50	0	340	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	12	0	0	2	100	0	0	0	0	350	12	0	100	0	0	350	17	8	45	34	13	342
B. about the same as my regular schoolwork	76	3	23	8	62	2	15	0	0	354	76	23	62	15	0	354	59	19	55	21	5	350
C. easier than my regular schoolwork	12	0	0	1	50	1	50	0	0	341	12	0	50	50	0	341	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	13	0	0	1	50	1	50	0	0	341	13	0	50	50	0	341	15	8	41	35	15	341
B. 30–45 minutes	44	2	29	5	71	0	0	0	0	356	44	29	71	0	0	356	29	16	54	23	6	348
C. 45–60 minutes	31	0	0	3	60	2	40	0	0	345	31	0	60	40	0	345	32	21	55	19	5	350
D. more than 60 minutes	13	1	50	1	50	0	0	0	0	367	13	50	50	0	0	367	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	2	100	0	0	0	0	343	11	0	100	0	0	343	6	6	33	39	23	337
B. two or three days a week	28	1	20	3	60	1	20	0	0	353	28	20	60	20	0	353	12	15	55	22	8	348
C. two or three times each month	11	1	50	1	50	0	0	0	0	354	11	50	50	0	0	354	26	20	56	19	5	350
D. never or almost never	50	1	11	6	67	2	22	0	0	352	50	11	67	22	0	352	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	50	1	11	8	89	0	0	0	0	350	50	11	89	0	0	350	37	14	51	27	9	346
B. two or three days a week	22	0	0	2	50	2	50	0	0	344	22	0	50	50	0	344	27	20	55	19	6	350
C. two or three times each month	17	1	33	2	67	0	0	0	0	363	17	33	67	0	0	363	19	22	53	19	6	350
D. never or almost never	11	1	50	0	0	1	50	0	0	357	11	50	0	50	0	357	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											